

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
Pathways Strategic Teaching Center
January 2009

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school/educational setting, general educators as well as special educators and parents. It is designed to learn if the school/ educational setting meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the school/educational setting to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review school/educational setting demographic information on selected data areas: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the School/Educational Setting Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the school/educational setting personnel to generate a report, covering the following:
 - The schools/educational settings compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the school/educational setting.
 - The need for professional development and technical assistance that will enable the school/educational setting to improve programs and services.
- The Support Plan The RIDE team, School/Educational Setting central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school/educational setting to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source

of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the school/educational setting as well as resources and time lines to improve programs and services.

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Pathways Strategic Teaching Center
School Support System Review
January 2009

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1. SCHOOL IMPROVEMENT/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Pathways Strategic Teaching Center (Pathways) is part of the J. Arthur Trudeau Memorial Center. The Trudeau Center is the parent entity for a myriad of programs. These include:</p> <ul style="list-style-type: none"> -Children Services: -Pathways Strategic Teaching Center -Early Intervention Services -Crayon's Daycare Center -Home Based Children's Services <p>Adult Services</p> <ul style="list-style-type: none"> -Employment -Day-Habilitative Services -Residential and Community Living -Recreations 	<p>Interviews</p> <p>Document</p> <p>Reviews</p> <p>Data analysis</p> <p>District</p> <p>Presentation</p>		
Performance	2	<p>The mission of Pathways is as follows:</p> <ul style="list-style-type: none"> -Pathways is dedicated to providing state of the art scientifically validates, education and treatment services in the Center -Pathways relies on humane and ethical reinforcement-based teaching and treatment procuresses to maximize learning outcomes for the children services -Pathways assists families and educators in pursuing success for their children in home, school and community settings 	<p>Interviews</p> <p>Document</p> <p>Reviews</p> <p>Data analysis</p> <p>District</p> <p>Presentation</p>		

		-Pathways is committed to training, education and human service professionals in state of the art education and treatment practices and contribution to the scientific literature in autism education and treatment			
Performance	3	<p>The vision of Pathways:</p> <p>An education and treatment progress designed to maximize independent and enhance the lives of children with autism and other with pervasive development disorders.</p>	<p>Document</p> <p>Reviews</p> <p>Data analysis</p> <p>District</p> <p>Presentation</p>		

Performance	4	<p>The intake process at Pathways typically follows the following process:</p> <ul style="list-style-type: none"> -referrals to Pathways are made by the local educational agency -the administrative team review information to determine if a child is an appropriate match for the program -if appropriate , the child is observed in their current school setting or asked to come to Pathways for a visit -If the team is in agreement that the child's education./ therapeutic needs can best be met by Pathways , the Director will notify the LEA -The intake person will notify the parents to ask them come and visit the program -If the program is fully enrolled at the time of the visit then the students may be placed on a waiting list. -If the team cannot appropriately serve the student the director will inform the LEA 	<p>Document Reviews Data analysis District Presentation</p>		
Performance	5	<p>There is a variety of professional development opportunities that are available for staff. This include the typical new employee mandated trainings as well as ongoing training, for all staff. Time is set aside for two hours every Thursday for these trainings. Recent professional development has included:</p> <ul style="list-style-type: none"> -Autism Spectrum Disorders -Introduction to ABA -Discrete Trail -Incidental Teaching 	<p>Document Reviews Data analysis District Presentation</p>		

		-Assessment of basic language and learning Skills -IEP Writing -Prompting, shaping and chaining -teaching Procedures and Lesson Plans -Data Collection and graphing -Professionalism -CALM-safe, effective strategies for preventing and managing challenging behaviors -PECS (Picture Exchange Communication System) -Handwriting without Tears -Reading Milestones			
Performance	6	Community Partners <ul style="list-style-type: none"> • Partner with Salve Regina University for program evaluation projects and the supervision of students looking to obtain their Board Certified Associate Behavior Analyst certificate. • several interns from the University of Rhode Island, Community College of Rhode Island and Salve Regina University. • trainings for the Families for Effective Autism Treatment of Rhode Island (FEAT/RI) including a new series of trainings called the Autism Training Initiative. • Pathways has provided professional development for teachers, teacher assistants, school psychologists, and social workers at East Greenwich Public Schools. • consultation to the Trudeau Center's HBCS (Home Based Children's Services) to assist in developing their HBTS-ABA program. • consultation to the Trudeau Center's daycare and preschool, Crayons. • Pathways has provided consultation services to several public school districts to support students and staff including: East Greenwich Public Schools, Jamestown School Department, Cranston 	Document Reviews Data analysis District Presentation		

		<p>Public Schools and Newport County Regional.</p> <ul style="list-style-type: none"> • Pathways provides consultation services to a student in Tennessee. • Pathways provides supervision to several professionals in the community looking to obtain the experience needed to become Board Certified Behavior Analysts (i.e., Psychological Centers and Home Based Children Services) 			
Performance	7	<p>Pathways goals include but are not limited to the following:</p> <ul style="list-style-type: none"> • Open another satellite classroom in a public school setting to meet the needs of students who can benefit from a less restrictive setting. • Increase the number of consultation services and trainings to the community. • Continue to engage in scientific research projects exploring interventions with children with autism. • Continue to expand and enhance staff trainings and professional development opportunities. 	<p>Document Reviews Data analysis District Presentation</p>		
Compliance	8	<p>Per RIGL 300.903 (b) All special education programs in any private and state operated day or residential school shall meet the same standards as those established for public school programs.</p> <p>At Pathways the behavioral analysts are the school-based direct supervisors of the teachers; hence, the behavior analysts facilitate the formal teacher and teacher assistant evaluation process on an annual basis. Behavior analysts are <i>not</i> certified as administrators of education/special education.</p>	Interviews	<p>The Special Education Director will be the person who is formally recognized as the supervisor of the teachers and teacher assistants. In this capacity, the Special Education Director will facilitate all aspects of the teacher and teacher assistant evaluation process.</p> <p>Timeline: Immediately and ongoing. Progress check June 2009</p>	<p>The Special Education Director is the formal supervisor of teachers and teacher assistants and facilitates the evaluation process. This was put into place immediately after receiving feedback in Feb 2009.</p>
Performance	9	Staff expressed a strong commitment to the students and staff collaborations. People were very happy to be part of			

		the Pathways community. They appeared to genuinely work as a team.			
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Pathways has 30 students. Twenty-seven of the 30 have a diagnosis of Autism Spectrum Disorders. They serve 28 students from 18 different school districts in Rhode Island and 2 students from two different Massachusetts school districts.</p> <p>The school is divided into classes as described below.</p> <p>-Preschool Class (5 students, ages 4-7) Three students are currently included in the Crayons program for part of the school day. One of these students is currently being transitioned to the home school district.</p> <p>-Elementary A (5 students, ages 7-8)</p> <p>-Elementary B (6 students, ages 8-10)</p> <p>Elementary C (6 students, ages 12-13)</p> <p>One student is currently being transitioned to her home school district. Two students currently attend school at the Jamestown Satellite site for part of the school week.</p> <p>-Elementary D (5 students, ages 7-8) One student currently is included in the Crayons program for part of the school day.</p> <p>-Jamestown Satellite Classroom: (3 students, ages 13-15)</p>	<p>Document</p> <p>Reviews</p> <p>Data analysis</p> <p>District</p> <p>Presentation</p>		

		All students are included for physical education, two students are included for art and one student is included for chorus.			
Performance	2	The staffing ratio is typically 1:1 with both individual and group indicators. There are daily clinics to review student progress in addition to monthly meetings to promote generalization of skills to the home environment. There is collaboration with home-based workers and behavioral and education assessments. There is direct and consultative services by allied services providers (SLP, OT, PT). There is also transition planning and support as student move back to their respective LEAs or onto to other placements. Classroom observation showed well organized student centered classes with education lessons occurring on a structured schedule.	Document Reviews Data analysis District Presentation Observations		
Performance	3	<p>Alternate Assessment</p> <ul style="list-style-type: none"> • Currently all students are assessed with the RI Alternative Assessment. • Eligibility forms are reviewed and completed at IEP annual reviews. • The Alternate Assessment Grade Span Expectations are used to identify skills to be assessed through the Alternative Assessment process and incorporated into IEPs. • Lessons are designed to teach and assess progress on the identified skills and are included in the student lesson books. • Data is collected daily and reported quarterly in progress reports in addition to being included in Alternative Assessment portfolios. • Progress is continuously monitored and adjustments are made to lessons as needed. 	Document Reviews Data analysis District Presentation Observations		
Performance	4	Assessment	Document		

		All students at Pathways are currently participating in the alternative assessment process. Students are assessed annually using the Assessment of Basic Language and Learning Skills Revised (ABILLS-R) This is a criterion referenced assessment, curriculum and skills tracking system. At age 14, students are assessed using the Reading Free Vocational Interest Inventory. Student objectives and lesson are individualized. Data is collected daily on lessons and adjustments are made according to student progress. Daily clinics to review progress are also part of the assessment process.	Reviews Data analysis District Presentation		
Performance	5	The school has an adaptive physical education (APE) teacher who works who provides adaptive physical education services. She regularly consults with teachers and therapist to review progress and goals. The physical education teacher also leads the after school Special Olympics program for interested students.	Interviews Observation District Presentation		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Pathways operates the special education program through an overall Program Director and a Special Education Director. Three student's records were reviewed during the School Support System (SSS) process. The records were well maintained and organized. They were in compliance with IDEA requirements. The school has well documented special education procedures and protocols. The special education team meets regularly, provides clear documentation of proceedings, and appear fully constituted with the required personnel in attendance. This current special education administrative structure appears effective to ensure a preponderance of compliance with special education requirements.	Document Reviews Data analysis District Presentation Interviews		

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	There are currently two students who are 14 years of age or older at Pathways. They received a vocational assessment, the Reading Free Vocational Interest Inventory, as part of their overall transition planning.	Document Reviews Data analysis District Presentation Interviews		